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These 12 program proposals approved by the Tennessee State Agency for Title I (Higher Education Act of 1965) 1969 Federal funding are in the categories of community economic and human resource development services and government and community development services. Under the first heading are an intensive training program in psychology for Division of Employment Security interviewers; a "Street Arts" program for low-income neighborhoods in Memphis; counseling on sanitary environmental conditions in the Upper Cumberland Region; a pilot workshop for school custodial and maintenance personnel; upgrading handicraft skills in Hancock County; and introduction of the role of minority groups into the teaching of American history in Memphis schools. The second category includes policy planning services for greater Memphis; technical assistance to Tennessee municipal officials; a pilot project in highway beautification in Knoxville; seminars to increase the leadership ability of the school board of DeKalb County; practical aspects of traffic safety; and a regional workshop on Federal programs. (A budget and participating colleges and universities are also indicated.) (ly)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TITLE I PROGRAMS AND PROGRAMMING COSTS

A Summary of Proposals Approved for First-Round Funding for Fiscal Year 1969

Approved by the

State Agency for Title I

(The University of Tennessee)

with the

Advice and Consent of the

State Advisory Council

State of Tennessee: Title I

of the Higher Education Act of 1965

November 15, 1968

STATE OF TENNESSEE

TITLE I OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1969--APPROVED PROGRAMS AND PROGRAMMING COSTS

Eleven institutions of higher education in Tennessee submitted a total of nineteen proposals for fiscal year 1969 funding consideration under Title I. (Two of these proposals were received too late to be included in the review process.) Not all of these proposals were addressed to the top priority problems of employment, youth opportunities, government, poverty, human relations, and the urban crisis. Several other quality proposals were in the planning stage, but they could not be submitted by the submission deadline date of September 23, 1968.

In recognition of these conditions and to further the philosophy, intent, and goals of Title I, the State Agency is adopting a schedule of semiannual proposal submission and funding dates. The deadline dates for the submission of proposals will ordinarily be October 1 and March 1 during each fiscal year. The members of the State Advisory Council will meet the first Friday in December and the third Friday in April during each fiscal year to give their advice and assistance on the proposals recommended for funding by the State Agency. This new procedure will go into effect for the March 1, 1969, proposal submission deadline date for FY 1969 second-round funding consideration. It is felt that this new procedure will enable the participating institutions to engage in "continuous" program planning for community service programs under Title I.

The State Agency for Title I processed the nineteen proposals and recommended that the following twelve proposals be approved for the first-round of fiscal year 1969 federal funding. These proposals are arranged into two categories (Community Economic and Human Resource Development Services; Government and Community Development Services) and are summarized for easy review. Ten of these proposals will be conducted on the basis of 66 2/3 percent federal funds and 33 1/3 percent non-federal matching funds. Proposals Number Two and Number Eight will be conducted on a 50-50 matching basis. These twelve proposals, obligating $90,586 in federal funds, were approved by the State Advisory Council on November 15, 1968; federal funds of approximately $68,054 will remain for proposals to be approved in the second-round of FY 1969 funding.

Community Economic and Human Resource Development Services

Fiscal 1969--Proposal Number One, "Intensive Training Program in Psychology for Division of Employment Security Interviewers," conducted by

Belmont College. There is a need for employment assistance. State employment offices try their best to fit job applicants into available job openings as the applicants are qualified. However, there are not sufficient personnel in these offices to do the job that needs to be done, and the level of training and skills desirable for the personnel in this office is fairly limited. The Division of Employment Security (DES) of Tennessee has over four hundred interviewers. The most recently established DES entry requirement for Employment Service (ES) interviewers is that they have a college diploma; however, a great number of ES interviewers still meet the present entry requirement without such training. They may do this by having equivalent experience or by having escaped the present requirement through a grandfather clause permitting the continuance of interviewers who had current employment with the DES. Those who do have a college education still might have taken their liberal arts social science requirement in a field other than psychology, while those who took less than a major in psychology in all probability did not approach the study of psychology in such a way that it was easily related to the interviewing situation. The ES interviewers, while dedicated to helping the disadvantaged (the most recently received administrative directive), for the most part do not have sufficient training in psychology proper to permit them to function at the most desirable level in their employment work with the disadvantaged. Compounding the problem is the fact that many interviewers are forced to function as counselors also because of a lack of personnel available to do counseling with referrals from the interviewers. A need exists, therefore, for further intensive training in general psychological principles which have relevance to the DES interviewing situation.

The objectives of this proposal are: (1) to increase directly the skills of the interviewers in order to make them more effective to the disadvantaged public they serve; (2) to increase the psychological foundation underlying their technical skills so that indirectly they will be able to function at a higher level of competence; and (3) to assist the interviewers in applying these general psychological principles to the interviewing situation and thereby facilitating this transfer of their training and applying these principles in such an individualized procedure that maximum transfer of training will occur. This program will be conducted for 30 interviewers in Middle Tennessee for twelve four-hour weekly meetings. The general field of study will be psychology, and its general area of application will be counseling and interviewing techniques as applied specifically to the DES interviewing situation. The specific topics to be covered in each of the twelve sessions are as follows: (1) interviewing techniques; (2) counseling leads and responses; (3) supervised practice in interviewing; (4) fundamentals of testing; (5) principles of learning; (6) adjustive reactions; (7) diagnostic signs of maladjustment; (8) understanding the disadvantaged; (9) theoretical orientations to counseling; (10) theories of vocational choice; (11) the healthy personality; and (12) vocational rehabilitation of the alcoholics, the mentally ill, and other limitations to entry qualifications.

Federal Funds	$2,800
Matching Funds	1,400
Total Funds	$4,200

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Fiscal 1969--Proposal Number Two, "'Street Arts' Program for Low-Income Neighborhoods in Memphis," conducted by Memphis State University. Memphis Academy of Arts and LeMoyne-Owen College are cooperating with the program. The Identification of Community Needs in Tennessee noted a serious lack of opportunities for youth in Tennessee. In West Tennessee this particular problem assumed first place in the composite priority ratings. "The absence of youth opportunities can contribute to a high rate of juvenile delinquency; a high rate is significant because it is indicative of a deep-seated disorganization among youth (particularly Negro youth)." The crime rate in Memphis increased considerably ahead of the national average for the year 1967. This year continues to bring destruction to certain Negro neighborhoods. Youths in these communities (low-income neighborhoods) do not have the outlets for self-expression available as a matter of course to youths of middle and upper socio-economic neighborhoods. Adequately planned and conducted arts programs would help to provide such outlets, enrich the participant's awareness of their world and culture, and make possible the identification of particular latent artistic ability. Short-term summer programs in the arts sponsored by the War on Poverty Committee and the Memphis Park Commission have allowed only a fraction of interested youth to participate due to limited time and funds. The Memphis Park Commission is unable to secure qualified, dependable leaders for musical and dramatic activities in neighborhood community centers. There are no existing training programs in music, art, or drama for community center employees nor for those interested in conducting part-time classes or activities in the community centers. Arts and dramatics programs for 18-21 year olds, not in school, in music and drama are not offered in the community centers due to the lack of personnel trained to work with this age group and the lack of personnel trained in the skills of the particular art. The crafts programs in the centers are open to this age group, but few participate due to lack of mature appeal. The objectives of this proposal are: (1) to establish representative year-round programs of music, arts, and drama for the citizens of low-income neighborhoods not now receiving such services, emphasizing recreational participation, home beautification, ethnic cultural development, and integrative movement into the cultural life of the entire community; (2) to train capable neighborhood citizens to assume direction of small group activities within this program and to take over major responsibilities for continuing the programs under non-Federal support; and (3) to seek out youth with artistic potential in music, art or dramatics and provide opportunities for the development and use of these abilities leading toward pre-professional vocational employment and training as part-time leaders of youth programs, with the eventual elimination of continued low-income existence.

This multi-faceted pilot program is designed to provide valuable youth opportunities, to contribute to the elimination of poverty, and to provide stimulating recreational opportunities for senior citizens, young adults, and the youth of Memphis. This program has three facets: in craft-art, in music, and in dramatics. A fourteen-week workshop, meeting once weekly, will give staff members from fifteen community centers technical skills in four craft-art areas--drawing, water color, mosaics, and linocut--and will cover activity planning for senior citizens and young adults using the community centers' facilities; in the fifth week, these four new activities will be offered as ten-week pilot programs (two for senior citizens and two for young adults) in four different community centers located in low-income minority group areas of Memphis. The

four pilot classes will jointly hold an outdoor "Street Arts" show at the conclusion of the project. In order to provide opportunities for the most talented and motivated young adults in two pilot classes to use their developing skills as apprentice teachers, ten-week summer art programs will be conducted at two church centers for younger children. In an effort to provide opportunities for developing musical skills (more valuable in providing personal income and giving more immediate recreational appeal), and to develop leadership for the continuation of such programs within the community, the music program will have the following two phases: first, two twelve-week pilot programs (one with instruction on band instruments, including drums and guitar, and one on folk-rock-pop singing) for youth will begin in two community centers, and instrumental and vocal groups resulting from these programs will participate in the "Street Arts" outdoor show in May; and second, a ten-week summer musical activity in another community center will provide opportunities for 18-21 year old guitarists, drummers, and instrumentalists from the first twelve-week pilot program to lead younger children in musical activities. In dramatics, two twelve-week pilot programs (one with instruction in creative dramatics, acting, and stage-craft, and one on basic film making and film art) for youth will begin in one church and at LeMoyne-Owen College, with an original one-act play written, produced, and presented at the "Street Arts" open-air festival and two short films made; and a ten-week summer youth theater for younger children at a community center will provide opportunities for the most talented 18-21 year olds to use their skills as apprentice teachers. The participants (80 percent from minority groups) will include 15 community center staff members, 150 18-21 year old youth, and 50 senior citizens.

Federal Funds	$6,500
Matching Funds	6,500
Total Funds	$13,000

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Fiscal 1969--Proposal Number Three, "Counseling on Sanitary Environmental Conditions," conducted by Tennessee Technological University. Throughout the rural areas of the Upper Cumberland Region (Southwest Appalachia), knowledge and practices of the inhabitants related to water supply, sewage disposal, and personal hygiene differs little from that of the original settlers. This is particularly manifested in the high absenteeism of school-age children due to dysentery, diarrhea, intestinal parasites, and other disorders of the alimentary tract. The objectives of this proposal are: (1) to provide counseling advice and technical assistance in providing safe water supplies and proper methods of waste disposal to rural inhabitants of the Upper Cumberland Region; and (2) to effect improvement in water and sanitation facilities for rural inhabitants of poverty areas in seven counties (Fentress, Jackson, Overton, Pickett, Cumberland, Putnam, and DeKalb). The counseling and technical assistance provided under this program will be directed mainly to the ill-informed rural inhabitants and the many misconceptions they have about sanitary environmental conditions. The relationship between health and sanitary conditions in the home will be discussed. Also, construction techniques for privy, septic system, and water supply will be

explained and demonstrated; the main thrust of the effort will be to upgrade the health and living standards of the rural poor. Content will consist of talks and technical assistance to individual families and local groups; also, there will be class sessions with poverty workers and Vista Volunteers on safe well practice, privy construction, development of new water supplies, and solid waste disposal.

Federal Funds	$4,000
Matching Funds	2,000
Total Funds	$6,000

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Fiscal 1969--Proposal Number Four, "Pilot Workshop for School Custodial and Maintenance Personnel," conducted by the College of Education at The University of Tennessee. Many local school buildings in Tennessee evince a state of disrepair and uncleanliness, some of which can be attributed to lack of upkeep technique on the part of the custodial and maintenance staff. The State Agency for Title I in the FY 1969 Annual Program Amendment to the Tennessee State Plan has identified as an educational problem in the State "poor facilities," and the need to "replace poor facilities." Both of these statements imply a lack of satisfactory upkeep of buildings, as well as a need for new facilities. Numerous surveys of local school districts conducted by the College of Education at The University of Tennessee have indicated that the lack of custodial service, or the lack of proper custodial service, is considered by many teachers as a serious problem in the educational system. Some teachers have indicated that improved custodial services will improve the teaching activities in the school systems. There are no formal training programs for school custodial personnel prior to employment. Few administrators have the time or capabilities to provide on-the-job training for custodial personnel. A minimum of formal inservice training is available so that custodial personnel can keep up-to-date with new developments in maintenance or so that they can learn and practice good maintenance processes and techniques. This program will pilot test the practicability of training programs for custodial personnel. The objectives of this proposal are: (1) to introduce and familiarize school custodial personnel to new techniques and procedures in building upkeep, and new products and equipment for school maintenance; (2) to encourage the sharing of ideas among school custodial personnel concerning techniques in school upkeep; (3) to introduce school custodial personnel to trade journals, bibliographies, and other publications which will be helpful in providing information useful in school maintenance; (4) to introduce school custodial personnel to vendors of school maintenance equipment and products; (5) to attempt to create a sense of job usefulness, pride, and respect in school custodial personnel; (6) to assess (on a pilot basis) the utility of inservice school custodial workshops; and (7) to attempt to demonstrate the relationship of good building maintenance to teacher and pupil morale and effectiveness. Approximately 35 school custodial personnel from selected school districts within a 100 mile radius of Knoxville will attend the two-day workshop on these selected topics: floor maintenance, wall maintenance, lavatory cleanliness, seat and desk upkeep and repair, lighting maintenance, window maintenance, school safety standards,

supply inventory, safety, storage of custodial equipment, carpet care, and others. Matching funds in the amount of up to $750.00 will be provided by the Public Schools for Cooperative Research organization.

Federal Funds	$2,166
Matching Funds	1,083
Total Funds	$3,249

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Fiscal 1969--Proposal Number Five, "Upgrading Handicraft Skills in Hancock County," conducted by Carson-Newman College. In The Identification of Community Needs in Tennessee, Hancock County has been described as the eighth poorest county in the United States; in this Appalachian county there is a need for increased opportunities for local businesses, for economic development, and for a general increase in incomes. An unpublished report by Carson-Newman College (Social Systems and Economic Development in a Rural Environment: Hancock County) indicates that "some attention should be given to the handicrafts spin-off. This should be an important facet of the overall economic input and could be promoted through . . . adult education . . ." During the past two years, while the attention of the Drama Committee of the Hancock County Human Resources and Leadership Development Association was directed to the development of an outdoor drama, another group of the Association was attempting to develop a program of marketing local handicrafts. Although this group received encouragement from various agencies active in the county, there has been no organized development of local handicrafts. Local leaders are agreed that the development of the handicrafts program is the next priority in the general economic development of the county. The objective of this program is to enhance the economic conditions and to increase the economic viability of this rural poverty area by raising low incomes through upgrading the existing handicraft skills and through organizing a marketing system for the products of these skills. A professional craft instructor will work with 15 underemployed or unemployed men and women in Hancock County who are skilled in woodcarving. These intensive classes (with close supervision), held five days a week for twenty weeks, will upgrade the participants' skills in the production of "prestige" woodcarving items in demand. After two months, and with enough quality products to interest one or more marketing groups (such as the jury of the Southern Highland Handicraft Guild), an intensive effort will be made to interest the various marketing organizations in the handicraft products produced by the class. Matching funds will be provided by the Hancock County Drama Association.

Federal Funds	$4,000
Matching Funds	2,000
Total Funds	$6,000

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Fiscal 1969--Proposal Number Six, "Introduction of the Role of Minority Groups into the Teaching of American History," conducted by Christian Brothers

College. Of the 121,858 tenth through twelfth grade students in the Memphis city schools in 1968, 44.9 percent are Negro. In attempting to introduce the role of the black American to the 4,850 American history students, the Board of Education has purchased supplementary material in the form of audio-visual aids, paperbacks and primary source material to remedy the shortcomings of the current texts. The problems of presenting the material has come into focus because of the almost total inadequacy of all but one or two of the one hundred American history teachers. Furthermore, the overloaded American history course has proven extra-burdensome with the updated suppmementary material. The ample amount of material relevant to the minorities' role in American history is here in the city; however, the teachers, realizing the necessity of facing this "American History" problem which will affect the total community, are familiar with neither the substance nor the implementation of the material. At the same time the teachers need to become familiarized with the roles of the Negro and Jewish communities in American history. The objectives of this proposal are: (1) to present the methods of teaching minority cultures in American history; (2) to analyze the material available in the light of the Memphis needs and the problem of an overcrowded curriculum; and (3) to assist the teachers in integrating this material into existing history courses in the Memphis city schools. There are two phases of the program: first, an analysis of the literature and the audio-visual materials available at the Memphis Board of Education, films lent by the Anti-Defamation League of B'nai B'rith, and literature purchased for this course as recommended by the National Education Association; second, a three-hour credit course for 30 history teachers in Memphis will be given, composed of a study of the methods of integrating this material into the existing American history course, as well as a study of the contributions of minority cultures to America. Development of specific topics such as black militancy, white backlash, and civil rights will be included in the small group discussions following the large group presentation by visiting lecturers. The Memphis Board of Education is cooperating in this program by providing books and reference materials for the participants.

Federal Funds	$4,000
Matching Funds	2,000
Total Funds	$6,000

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Government and Community Development Services

Fiscal 1969--Proposal Number Seven, "Policy Planning for Metropolitan Memphis," conducted by Southwestern at Memphis. There is a need to provide help for forty decision makers of Memphis (in elected offices, in appointed positions, and in positions of influence in business, industry, and the professions) in the formulation of public policy, subject to the urgencies or to the interests of the community, to study the available research in such areas as communications systems, economic development, human resources development, educational system, human relations, health system, welfare system, science and technology, environmental development, urban design, inner city development, urban fiscal system, governmental structures, planning, land utilization, transportation system,

cultural development, citizens participation, political process, regionalization process, planning-programing-budgeting system, information systems, central business district, and urban renewal process. Too often the leadership of Memphis is confronted with the necessity to act and finds itself virtually immobilized by the lack of an established policy relative to the area of action. The objectives of this proposal are: (1) to bring new information on policy planning to Memphis policy makers; (2) to analyze twelve specific problem areas: housing, land use, transportation, the central city, air and water pollution, health, education, welfare, employment, industrial development, the public economy, and regionalism; and (3) to assist the policy makers in establishing guidelines for the formulation of a public policy for each of those twelve problem areas. In order to demonstrate that guidelines for public policy can be established, thereby improving the quality of courses of action undertaken by public officials and agencies, the education components of the conference program will be: nine day-long conferences, one every three weeks, on Urban Foundations of Health, Education, and Welfare Policies (a Memphis health policy, a Memphis educational policy, and a Memphis welfare policy), Urban Foundations of Memphis Metropolitan Economy (employment and manpower policy, industrial development policy--private economy, and a Memphis fiscal policy--public economy), Urban Foundations of Political Organization (a metropolitan governmental policy for Memphis, and regionalization--an intergovernmental policy), and Presentation of a Memphis Metropolitan Policy Statement.

Federal Funds	$7,520
Matching Funds	3,760
Total Funds	$11,280

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Fiscal 1969--Proposal Number Eight, "Technical Assistance to Tennessee Municipal Officials," conducted by the Municipal Technical Advisory Service at The University of Tennessee. Municipal officials and employees need technical assistance that will improve the operational efficiencies of municipal governments and that will help them to solve the many varied problems involved in such operations; they need the services of consultants qualified to render advice and to undertake research on nearly all phases of municipal government. The objective of this consulting service is to provide information and technical assistance to officials and employees of municipalities of Tennessee on virtually the full range of municipal functions and activities. The Statewide program will provide this advisory service for eight months to approximately 1,000 municipal officials in 200 municipalities in the areas of law, public works, finance, accounting, management, utilities, annexation and urban fringe problems, public relations, and housing. Four municipal consultants (one to each district), who are qualified to advise and assist municipal officials on most of their problems, will visit municipal officials and employees frequently, and be in contact with them by telephone and mail, to discuss their problems in detail. They will analyze the particular problems of a city, make recommendations, and furnish specific information requested. The oral discussions with officials and employees on field visits are an important means of providing technical assistance; letters and formal reports are also used. Approximately half of a consultant's time is spent in the field; the balance is devoted to research.

Probably the best way to indicate the types of problems in which the consultants are involved is to describe briefly some of the problems that they have handled in the past: (1) organizing municipal government of newly-incorporated cities--determining employees needed, their functions and duties, salaries, and the like; (2) analyzing suburban areas to identify those that should be annexed, estimating costs that a city would incur by annexation, estimating revenues if areas are annexed, and assisting in defense of annexation challenged in court suits; (3) determining policies and conditions for extension of water and sewer facilities to new customers and into new subdivisions; (4) developing a pay plan for compensating employees fairly in relation to their responsibilities and duties; (5) informing municipal officials of federal aid programs available, analyzing conditions in a city to determine programs that might qualify for federal aid, and assisting in preparing proposals for such aid; (6) analyzing the debt structure and planning retirement of bond issues so that debt service requirements are within a city's financial resources; (7) providing data on sales tax collections to a city considering levy of a sales tax to overcome a deficiency of revenues to finance municipal services; (8) assisting in preparation of information and accomplishing actions required for recertification of an urban renewal workable program; (9) considering a change in method of selecting a school board; (10) assisting officials of a large city who thought that the public works department was functioning poorly (the consultant made a comprehensive study and submitted recommendations for improvements in organization and flow of work, most of which were put into effect); (11) giving similar assistance to another city for its utilities department; (12) furnishing data on salaries and wages of employees in comparable cities to officials of several cities to aid them in determining salaries and wages of their employees; (13) aiding in drafting charter amendments for several cities that have decided that charter provisions have become outdated; (14) analyzing possibilities--city operation, franchises to private companies, and the like--and aiding in developing policies and regulations for private operation of ambulance service; (15) advising a city which desired to acquire a utility district serving water in an annexed area; (16) explaining proper methods of operation to a city which was encountering difficulties in its sanitary landfill, stemming mainly from incompetence of city employees; (17) furnishing information on policies in other cities, in response to a city's question as to whether tax-exempt organizations could be required to pay for any municipal services; (18) helping city officials in preparing informational materials and in conducting a campaign against a disincorporation election (brought on by an increase in the tax rate), and the disincorporation move was defeated; (19) providing information to a city which desired to review its policies to provide water outside the city; and (20) advising a city which desired to improve its fire protection facilities and program in order to lower fire insurance premiums. The matching for this program is provided by State appropriations.

Federal Funds	$26,000
Matching Funds	26,000
Total Funds	$52,000

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Fiscal 1969--Proposal Number Nine, "Strip High Pilot Project," conducted by the School of Architecture at The University of Tennessee. A city is a type of

human settlement composed of people and the elements through which they may obtain their daily needs. Until the turn of the century, men moved about their cities by walking or using vehicles drawn by animals. The development of the telephone and automobile provides instant communication and rapid transportation for both people and goods. The resulting growth pattern formed a new type of city. As the elements of the city separated according to their transportation needs and roadways suitable to the automobile developed, these elements of the city grew in a linear fashion along with the main transportation routes of the city. In a small form, this may be termed a "Linear City" and within a major city the "Strip Highway." Thus, because of its activities and traffic, the strip highway is one of the most important aspects of the modern city. For cities which developed primarily in the 20th Century, the strip highway is a key organizing element. Strip highways are always the main circulation paths to the city. Frequently they extend beyond the city to connect with other cities--they are entrances and exits, the first and last views of the city. To the city dweller, strip highways are something experienced every day as they are his main circulation routes and provide most of the things he must purchase for his daily needs. The most intense life of the city is concentrated along strip highways, while other areas of the city are relatively inactive. Yet, because of the linear organization of the elements along the highways and their separation from other city elements, the overall intensity of life in the modern city is much less than in other times. Strip highways are experienced by cars at high speed. The generator for a strip highway is the highway itself and its traffic which attracts activities needing access to people. Growth along the highway is unlike earlier forms of city growth. With slower types of transportation, growth tends to be a tight step-by-step fashion, with each new addition just beyond the last in order to maintain the essential contact with other city elements. At automobile speeds, this direct relationship is no longer necessary; and other guidelines determine the location of new elements. Property values, highway intersections, and the growth of surrounding residential and commercial developments direct new strip highway activities. The results are a highly inefficient, uneconomical use of the city's most valuable land. Each new element is planned as completely separate and distinct from all other elements. Land between buildings is rendered unusable. Parking and circulation for cars is chaotic and inefficient. The manner in which the strip highway grows makes it difficult to use. Rarely will any single point along the highway meet all one's needs and this entails moving from point to point along the way. This is difficult for the auto and impossible for the pedestrian because the elements along the highway are spaced to be served only by automobiles. The shopping center is an attempt to solve this problem, but miles of strip highways cannot be converted to one giant shopping center.

For the same reasons that the strip highway is difficult to use by car, it is impossible to use by means of public transportation. It is simply too spread out to be served efficiently by present transportation systems. Strip highways, like most other city forms resulting from the dispersion of city elements, are difficult to service with utilities. Their helter-skelter growth is difficult to anticipate, and their spread-out character requires an enormous initial investment with relatively low returns. The result is a tangle of overhead power poles and lines which blight the highway. City elements needing access to people group along highways because of their heavy traffic flow; but as the strip highway develops, it ceases to be a good highway. It is lined with parking lots with countless entrances which continually interrupt and endanger the traffic flow. The roadway even loses definition, and is difficult to follow, because the edge of the pavement

is frequently lost into entrances and parking areas. Traffic signs and lights are difficult to see as they become lost in the many other strip highway signs. The roadway is lined with dangerous obstructions, such as power poles and standards for signs. The most widely recognized problem of the strip highway is really the combination of the previously discussed characteristic--it is chaotic and ugly. The highway is unlike a street in an urban area in that its buildings do not help define the roadway. Rather the buildings are generally set back from the road behind vast parking areas. They are rarely seen except as backdrops for cars. In this confusion each element seeks to call attention to itself, to establish its own identity, to let motorists know it is there. The result is an array of buildings and enormous signs which must try to be something they are not, and they end up being only junk. Strip highway graphics are really the most offensive and chaotic elements. They are so gaudy in character and numerous in number that we simply become numb or bewildered. For all their effort, the signs become lost in themselves and the businesses they represent lose their identity. The strip highway is crowded with cars and signs and utility lines, yet it appears barren. Parking lots never seem to be able to give up enough space for a tree. The reality of this general discussion is illustrated clearly in the city of Knoxville, Tennessee. A map of the city and photographs of its strip highways attest to the significance of these roadways in the city and to their chaotic blight. As indicated on a map, the highways form the backbone of Knoxville's road system (excluding limited access highways). They link Knoxville with nearby cities and also carry most of the traffic within the city. They are linear systems of commercial activity. As illustrated by photographs, the strip highway epitomizes much of that ugliness and chaos which typifies the modern American city.

The objectives of this proposal are: (1) to determine the characteristics of the strip highway in Metropolitan Knoxville (and its role in the modern city) and to identify its problems; (2) to develop practical solutions for the identified strip highway problems; and (3) to demonstrate the feasibility and advantages of improving strip highways in terms of higher land values, higher business revenues, better traffic flow and safety, and a generally more viable urban environment. This demonstration program will consist of several phases, beginning with a general study of the highways as they now exist and their relationship to the city. As the work progresses, the School of Architecture and the City of Knoxville will select particular segments of highways within Knoxville for more detailed study and for the preparation of design proposals for their improvement. This study and the proposals prepared would be collected as a publication to be used by the City of Knoxville and other interested communities. The City and School would continue beyond this publication to use its concepts as a basis for an application for Beautification Funds to implement the program. The School would continue to serve the city in an advisory capacity throughout this phase of making application for and utilizing the funds. The ultimate objective of the program would be physical improvement of the major strip highways in Knoxville.

Federal Funds	$16,000
Matching Funds	8,000
Total Funds	$24,000

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Fiscal 1969--Proposal Number Ten, "Seminars to Increase the Leadership Ability of the School Board of DeKalb County," conducted by Middle Tennessee State University. George Peabody College for Teachers, Tennessee Technological University, and The University of Tennessee are cooperating with the program. This program is being assisted by the Model Cities Program in Smithville. There needs to be a better understanding of the functions of the school system in DeKalb County. The school board needs to understand its duties in relationship to the administration, the teachers, the non-professional workers in the school system, the community as a whole, and the other officials of DeKalb County and of Smithville. In turn, each of the other groups needs to understand its own function in regard to each of the other groups. The 1967 DeKalb County Educational Survey by the State Department of Education shows some serious weaknesses in the understanding of functions within the school system. For example, following are the recommendations of the State Department of Education in regard to organization and administration. The DeKalb County board of education should divorce itself from every remnant of the sectionalism of district school operation and should constitute itself as a unified and united board for the operation of all of the schools of all of the county. This attitude and policy should result in greater efficiency and improved opportunities for children to receive the education which is needed. The board of education should develop a comprehensive statement of policy. Each item of the policy should be developed cooperatively and should consider the thinking and feeling of everyone to be affected. Once adopted, a policy statement should be written and promulgated so that all interested citizens might know and understand it. Policy should then be carefully followed as a guide for action until such time that the policy needs to be amended or revised. Meetings of the board of education should be open to the public. The minutes of the board of education should accurately, clearly, and concisely record the business transacted by the board of education. The board of education should direct the superintendent prior to the meeting to prepare a detailed agenda for the session of the board of education. The board of education should delegate the superintendent of schools the authority and responsibility for administering the public school program. Administrative precautions should be taken to assure that all teachers participate in the legally required program of inservice education. Improved channels of communication should be opened. The superintendent should develop a systematic plan to improve relations with the board of education, teachers, and the public at large. The central office facilities should be renovated and rearranged. Maintenance should be initiated. Salaries of the central staff should be studied. The salary paid to each member of the staff should be commensurate with that person's training, experience, and overall qualification for the duties to be performed. The supervising teachers should be relieved of some of the burden of office routine, especially in clerical responsibility, in order to function more in the capacity of their position. Other recommendations of the State Department of Education on instruction, teacher personnel, pupil personnel, school plant, pupil transportation, school lunch, and finance would indicate that there are additional problems that might be solved through better understandings of functions, particularly that of leadership.

The objectives of this proposal are: (1) to increase the leadership ability of the school board of DeKalb County; (2) to create a better understanding of the function of the school board of DeKalb County; (3) to produce a written policy for the school board of DeKalb County; and (4) to institute better relations between the community at large and the school board of DeKalb County. This program, for approx-

imately 150 participants from DeKalb County, including school board members, administrators and teachers, non-professional school workers, county court members, and business, civic, and church leaders will attend fourteen seminars on such topics as personal policies, building policies (construction and maintenance), administration and organization policies, planning and development policies, and finance, business management, and transportation policies. In the seminar, the school board members will present their present practices for discussion by the entire group. New and better ways of approaching the problems will be determined by the group. Written school board policies will be developed, utilizing the two-volume "Guide for Developing Written School Board Policies" produced by the Title I fiscal year 1966 and fiscal year 1967 programs of inservice training for school board members. Up to 80 percent of the matching funds for this program will be provided by the Smithville-DeKalb County Model Cities project.

Federal Funds	$6,800
Matching Funds	3,400
Total Funds	$10,200

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Fiscal 1969--Proposal Number Eleven, "Practical Aspects of Traffic Safety," conducted by the College of Engineering at The University of Tennessee. The impact of the 1966 Highway Safety Act upon highway design criteria is quite evident to all those concerned with highway transportation. Even the average driver has been quick to note the changes brought about in bridge widths, side slopes, guard rail end treatments, and similar design features. Those trained individuals responsible for the safe and efficient operation of our present road system realize, however, that our existing roads and streets can be made much more useful, directly resulting in a decrease in vehicle operating costs and accidents. This is particularly true of urbanized street networks. Fortunately, cities in Tennessee have traffic engineering departments of their own or can request services of a State Highway Department regional traffic engineer. In this way, even the smallest of our cities can draw upon competent personnel for assistance in this vital area. What is not so fortunate is that current conditions require operating changes which are not well understood by the lay public. In fact, public officials, legal personnel, and even many traffic police are not aware of the reasons for current traffic engineering procedures. Only in very recent years have the psychological and physiological characteristics of the driver been studied in detail by the traffic engineer. There is a need for introducing local public officials to many basic and complex traffic operation considerations, thus promoting safer and more efficient traffic conditions. Due to its very nature, the problem areas of government and transportation would be involved. This is as it should be, since in the final analysis most traffic laws, ordinances, and street systems are the responsibility of governing officials. This statement is borne out by a recent study made of major traffic law violation in our larger cities. Arrests per traffic officer in one city were 376 during one eleven-month period, while another city had a similar record of less than seventy. While arrests in themselves do not mean anything, the point is well made that there is a wide range of policies and attitudes among our public officials across the State. It is felt that exposure to the why's and wherefore's of traffic engineering will help these officials perform in a much more effective manner.

The objectives of this proposal are: (1) to introduce the basic knowledge of traffic flow to lay personnel such as city and county administrators, city engineers, law enforcement personnel, traffic court judges, as well as engineers and planners; (2) to discuss the implications of modern freeways and high-speed driving; and (3) to emphasize the importance of sound approaches to the problems of traffic safety through a presentation of the man-machine-roadway system as it should operate. Approximately 120 participants, including local government officials, law enforcement personnel, traffic court judges, driver education teachers, and personnel involved in traffic engineering, construction, and maintenance from city, county, and state offices will attend one of five two-day conferences (in this Statewide program) held at Memphis, Nashville, Chattanooga, Knoxville, and Johnson City. Program content will include: (1) The Man--His Characteristics (performance capabilities and limitations, physiological characteristics, psychological characteristics, and education and licensing requirements); (2) The Vehicle--Its Design (performance capabilities, man-machine interaction, stability, federal safety standards, crash worthiness, and road-vehicle interface); (3) The Environment--Geometric Design (horizontal and verticle profile, intersections and interchanges, channelizing, retaining devices, traffic operations, signing, lighting, and maintenance); and (4) Enforcement Procedures and Their Importance (enforcement for safety and operational efficiency, before-and-after-the-crash procedures, and discussion of recent lawsuits affecting the roadway system).

Federal Funds	$3,600
Matching Funds	1,800
Total Funds	$5,400

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Fiscal 1969--Proposal Number Twelve, "Regional Workshop for Federal Programs," conducted by the College of Education at The University of Tennessee. In recent years there has been an increase in federal programs and federal acts to assist local and regional jurisdictions in the United States. The rapid increase of programs has resulted in a dearth of personnel who fully understand the implications of these federal programs and the interrelationships of many of the federal programs. This problem is particularly true in Tennessee and the Appalachian region in general. The Education Advisory Committee of the Appalachia Regional Commission, in its Interim Report has identified as a problem the inability of Appalachia to receive its pro-rata share of federal funds and the lack of persons skilled in knowing and interpreting federal programs, and in developing acceptable proposals for submission under the various acts. The following passage is quoted from page 8 of the Interm Report of that committee: "Preliminary analysis of federal expenditures in the Appalachian portions of the states within the region indicates that they are receiving less than their pro-rata share of federal funds. The difficulty seems to lie in the lack of knowledge of assistance and professional personnel who can prepare proposals for funding. In some cases, state allocation formulae penalize the region for its low economic level and the sparcity of its population." This same problem has also been identified by the State Agency for Title I in the FY 1969 Annual Program Amendment to the Tennessee State Plan, page 18: "Training is needed in the following areas: how to write federal proposals; types of federal aids available and how to use them; . . ." Although the problem of less than full understanding and utilization of federal funds is prevalent in all levels of the

governmental structure in the State of Tennessee, it is particularly noted in the educational systems of the State. More affluent school systems, such as Chattanooga, Memphis, Nashville, and Knoxville, have funds to support an office or position which is often entitled "Coordinator of Federal Projects." It is usually the duty of that office to keep a file of the federal acts which pertain to education and to develop programs suitable for funding under those various acts. The smaller school systems in Tennessee, however, do not have sufficient funds or manpower for a similar office and are forced to rely upon regional supervisors and Title I coordinators (ESEA) of the State Department of Education to supply information about the federal programs. All too often the regional supervisors and Title I coordinators are so busy engaging in their own duties (or duties specifically related to Title I, ESEA) that they are unable to keep up with the multitude of federal acts and the numerous programs eligible for federal support.

The objectives of this proposal are: (1) to inform educators in East Tennessee of the wide variety of federal acts which pertain to the development of education programs; (2) to indicate to educators in East Tennessee which kinds of programs are most suited for funding under the various acts; (3) to provide assistance to educators in East Tennessee in interpreting the various federal acts which pertain to education; (4) to provide assistance to educators in East Tennessee in developing programs under the various acts; (5) to engage in initial proposal development in workshop sessions (proposals directed at the alleviation of problems in education in East Tennessee); and (6) to inform field service representatives of institutions of higher education of new developments in federal programs available to schools and other community agencies. Approximately 150 representatives, including one or two from each school district in East Tennessee (the superintendent and/or the director of federal programs), one from selected institutions of higher education (the director of field services, and/or the person directly responsible for the training of school administrators in federal involvement in education), and regional supervisors and other personnel from the Tennessee State Department of Education, will attend the one-week workshop in Knoxville. The program will consist of introduction to, and a review of, federal acts available to personnel in the State of Tennessee for the improvement of educational and community programs. This review will not be confined only to acts which are generally considered to be "education acts," but will also include such acts as those pertaining to Appalachia, Housing, Urban Development, and others. Matching funds in the amount of up to $1,000.00 will be provided by the Public Schools for Cooperative Research organization.

Federal Funds	$7,200
Matching Funds	3,600
Total Funds	$10,800

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FIRST-ROUND FY 1969 PROGRAMMING COSTS

Anticipated Budget:

Program:	Federal Funds	Matching Funds	Total Funds
1. Community Economic and Human Resource Development Services	$23,466	$14,983	$38,449
2. Government and Community Development Services	67,120	46,560	113,680
Total	$90,586	$61,543	$152,129

DEC 01968
on Adult Education